DOCUMENT RESUME

ED 240 004 SO 015 341

AUTHOR	Hursh, Heidi; Prevedel, Michael
TITLE	Activities Using "The State of the World Atlas." Grades 7-12. International Understanding Series.
INSTITUTION	Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE	83
NOTE	202p.
AVAILABLE FROM	CTIR Publications, University of Denver, Denver, CO 80208 ($12.95).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Area Studies; *Atlases; Civil Liberties; Developed Nations; Developing Nations; *Geography Instruction; *Global Approach; Human Dignity; Interdisciplinary Approach; Learning Activities; *Map Skills; National Defense; Nuclear Warfare; Poverty Areas; Refugees; *Research Skills; Secondary Education; Social Problems
IDENTIFIERS	Separatism; *State of the World Atlas (The); Wealth

ABSTRACT

Secondary school teachers in a variety of disciplines will find the teaching activities in this handbook useful in integrating the "State of the World Atlas" into their curricula. Following an activity which introduces students to the atlas, content is divided into three sections focusing on area studies, issues, and research skills. Nine activities in the section on area studies examine geopolitical and cultural groups of nations as well as stereotypes, similarities and differences, and interrelationships among nations. Students consider global issues such as human rights, the wealth of nations, refugees, separatist movements, and the arms race in the section on issues. The section on research contains three activities for applying research skills to the atlas and a list of supplementary activities. Student handouts to accompany activities are provided in a separate section at the end of the book. (LP)

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Activities Using 'The State of the World Atlas'

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Grades 7-12

SO 015 341

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Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80208

Printed in the United States of America

ACKNOWLEDGMENTS

The authors would like to extend a special thank you to the following people for their contributions to this publication:
Lupe Carlos III for the cover design and
Ann Espinosa for typing and charts.

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INTRODUCTION

This book contains a selection of teaching activities designed to be used with The State of The World Atlas (Michael Kidron and Ronald Segal, Simon and Schuster, 1981). Teachers of social studies, current issues, foreign language, science and journalism will find these activities useful in integrating the Atlas into their curriculum.

Organization:

The book is divided into three sections, the first of which uses an area studies approach. A variety of activities focus on geopolitical and cultural groupings of nations. Stereotypes, similarities and differences, and interrelationships among the nations are explored. The second section keys in on a number of issues such as human rights, conflict, and power. In the last section, students apply research skills to the Atlas as a whole.

Skills:

All activities involve the use of more than one map and are structured to reinforce higher level cognitive skills. Rather than using the Atlas to locate a set of unrelated facts, students are encouraged to compare, analyze, and ask questions that lead to further study in other sources.

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Title: INTRODUCING THE STATE OF THE WORLD ATLAS

Introduction:

To familiarize students with the organization and wide variety of information in the Atlas, this activity is designed as a puzzle. In order to successfully complete the puzzle, the student must use the various maps as well as the table of contents, including the Introduction, The States of the World, Notes On the Maps, and Subject Index.

Objectives:

To locate information in The State of the World Atlas by using the various reference aids provided.

To interpret the maps and written data in the Atlas.

Grade Level: 7-12

Time: 1-2 class periods

Materials: Handout #1, "Introducing The State of the World Atlas"

Procedure:

Step 1. Distribute The State of the World Atlas to each student or pair of students. Allow them to examine it freely for a few minutes. Brainstorm ways in which the Atlas could be used in the particular subject the class is studying. Ask students to list people other than students who might find a use for the Atlas (e.g., government officials, bankers, manufacturers, church groups.)

Step 2. Review the location and use of each of these parts of the Atlas: Contents, Introduction, maps, The States of the World, Notes on the Maps, and Subject Index.

Step 3. Distribute copies of Handout #1. Tell students that they will be deciphering a secret phrase which is very important to an understanding of the "state of the world" itself and of the Atlas. Review the directions on the handout. Set a reasonable time limit, since efficiency in the use of the Atlas is one of the goals of this activity.

Step 4. When students have answered all 16 questions, briefly check their answers for accuracy. Discuss any discrepancies or problems in locating information.

Step 5. Discuss the meaning of the secret phrase "frame of reference" in the context of this statement: "[The State of the World Atlas] provides a frame of reference for the changing pattern of events."

Emphasize the idea that the Atlas represents a view of the world at a particular point in time, and that it is like one

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frame in a moving picture. It should not be viewed as a source of definitive information, but as a starting point, a basis for comparison. It should raise as many questions as it answers.

Step 6. Ask students to complete the Handout by writing a paragraph using examples from the Atlas to explain the meaning of the Atlas as a "frame of reference."

Key to Handout #1

1. Famines
2. Resources
3. Arms
4. Middle East
5. Eire
6. Oman
7. Food
8. Rich and Poor People
9. Ethiopia
10. Four
11. Europe
12. Right to Learn
13. Expectancy
14. North
15. China
16. Exporter

SECRET PHRASE:

F R A M E O F R E F E R E N C E

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AREA STUDIES

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Title: LATIN AMERICA: CHECKING OUR PRECONCEPTIONS

Introduction:

One of the first steps in learning about another culture is to check our preconceptions against current data. We often find that we are carrying around outdated images, misconceptions, or stereotypes which need to be revised through further study. This activity offers the student a chance to check his/her preconceptions about Latin America. The statements include some common misconceptions as well as some interesting facts which should motivate further inquiry in other sources. The concept of diversity within Latin America is a central theme which should be emphasized in the debriefing.

Objectives:

To interpret data from maps as a check on preconceptions about Latin America.

To analyze statistics from a variety of maps and make conclusions about the standard of living in Latin America.

To identify examples of diversity in Latin America.

Grade Level: 7-12

Time: 1-2 class periods

Materials: Handout #2, "Latin America: Checking Our Preconceptions";
The State of the World Atlas

Procedure:

Step 1. Ask students what they had expected their school to be like (or class, city, etc.) before they arrived for the first day. What were their sources of information? How accurate did they turn out to be? What mistaken or exaggerated ideas did they have? How did these ideas change? Relate this discussion to ways in which we learn about other cultures. Ask for examples of mistaken or exaggerated ideas that they had about other cultures and how these ideas have changed.

Step 2. Distribute Handout #2. Explain that the statements on Part A are either true or false. Students will have a chance to check their preconceptions against one source of information, but first they must guess, based on what they now know or believe, whether each statement is true or false. These answers go in the column at the left marked PRETEST.

Step 3. There are two blanks at the bottom of the handout. The teacher may wish to develop two more statements about Latin America which the class identifies as their own preconceptions. (Make sure they are ones that can be tested through the evidence on the maps.)

Step 4. Distribute copies of The State of the World Atlas to each student or pair of students. Review the directions for

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Part A at the top of the handout, pointing out that there are three things to do for each statement--deciding whether it is true or false based on the evidence, listing the number of the map, and rewriting the false statements to make them true. Remind students to make use of the Table of Contents and Subject Index.

Step 5. Check the student answers to Part A with the answer key. Discuss the way in which each answer was located as well as the implications of the answer itself. Ask students which answers surprised them the most and discuss reasons for their misconceptions and/or lack of information. What questions were raised that need to be answered by other sources?

Step 6. Ask students to complete Part B by defining what constitutes a standard of living and by analyzing the maps which contain that information.

Step 7. Check student answers to Part B, asking for specific data to back up their conclusions.

Step 8. Have the students complete Part C, then discuss the concept of diversity in Latin America as it applies to standard of living, languages, politics, and other topics which will be included in further study of the area. As a class, list examples of diversity within Latin America based on evidence from the Atlas.

Step 9. If students have found the answer to the bonus, discuss the implications of the fact that many Latin American countries have a GNP less than the big multinational corporations. How does this affect their foreign policy? Economic standing in the world? Domestic politics? Point out that the World Bank classifies Mexico and Brazil as NICs ("newly industrializing countries"), a group of countries which are among the most rapidly developing in the world.

Key:

Part A:

1. F; Map #8. Latin America as a region spends a lower proportion of its GNP on military uses than any other world region.

2. F; Map #8. Latin America is a net exporter of food.

3. T; Map #20. (Note: An assumption is made that the proportion of scientists and engineers in the population is an accurate measure of technological advancement.)

4. T; Map #21. (Note: Venezuela receives 66% of its export income from petroleum.)

5. T; Map #23. GNP per head map inset.

6. F; Map #43. Brazil has the greatest gap between rich and poor of the Latin Ameri-

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can countries. (Note: Based on available data.)

7. T; Map #49

8. T; Map #50

9. F; Map #53. The water off the West Coast of Latin America is seriously polluted.

10. T; Map #5. (Note: The decline in industrial growth rate could be linked to the political need for the Argentine junta to take a stand such as they did on the Falkland Islands.)

Part B:

Answers will vary, but make sure they are supported by specific data and that the meaning of a standard of living is clearly understood.

Highest--Brazil, Mexico, Argentina, Chile, Venezuela (others if supported).

Lowest--Bolivia, Paraguay, Honduras (others if supported).

Part C:

Answers will vary.

Bonus: Mexico and Brazil (Map #35).

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Title: SOUTH ASIA: A REPORT CARD

Introduction:

The nations of South Asia have faced serious socioeconomic problems since independence. This activity explores some of those problems using the analogy of a report card. Students are asked to "grade" each nation based on specific criteria for their present performances. Then they are asked to look at other factors which must be considered in a fair evaluation--background, relative progress over a period of time, and socio/cultural/geographic factors which may influence progress. Discipline, or evidence of social protest, is also explored with the opportunity for discussion on the advantages and disadvantages of authoritarian government in a developing country.

Objectives:

To evaluate the success of South Asian countries in solving socioeconomic problems.

To recognize other factors which must be included in a fair evaluation.

To analyze the relationship between authoritarian forms of government and the solution of socioeconomic problems in a developing country.

Grade Level: 7-12

Time: 1-2 class periods

Materials: Handout #3, "South Asia: A Report Card"; The State of the World Atlas

Procedure:

Step 1. Ask students to describe the basis on which they are graded in school. They will probably mention things like tests, homework, even whether or not the teacher likes them. Accept all answers and write them on the blackboard. Then in a second column, ask students to list ways in which they would "grade" the progress of a developing country. Ideas such as visiting the country and using statistics should come up. Ask which would be easiest to measure (like in a math test). The responses probably will be that visitors would get a very subjective impression, other leaders might be biased in their opinions, but statistics would be easiest to measure.

Step 2. Distribute copies of Handout #3 and The State of the World Atlas. Tell students that they are going to have a chance to "test" and "grade" the nations of South Asia in six subject areas, or problems. Review the directions on the handout through #2. Give the students time to complete the map and chart.

Step 3. Review the data and grades on the students' charts. Make sure that they

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judged the data in the proper direction (e.g., high illiteracy is bad, while a high GNP/capita is good). Discuss reasons why some students graded harder than the others. Did they do it in relation to the rest of the world, which made South Asia, as a region, all relatively low? Make as many analogies to the students' school experiences as possible (e.g., skill deficiencies handicapping progress, ability tracking, problems in one area leading to problems in others). Issues will probably be raised that will lead naturally to question #3.

Step 4. Raise the whole issue of fairness which is central to question #3. Then ask students to write down their ideas and share them. At this point, students should be raising more questions than can be answered by the Atlas. Encourage hypothesizing and, if possible, reference to other sources.

Step 5. Ask students what often happens in classes full of low achievers. They should mention things such as low morale and poor discipline. Ask how the teachers often respond to these problems. Then make the analogy to the problem of law and order in a poor developing country. Ask students to complete questions #4 and #5 on the handout. In the subsequent discussion, raise issues such as the following:

- What were probably some of the causes of the student and urban protests in South Asia? (Maps #64 and #65)
- How did the governments respond? (Maps #31 and #28)
- Other countries with similar socio-economic problems have not experienced the same protests. Why (e.g., Communist countries)?
- What techniques have been used in schools to improve discipline and morale that might have rough parallels on a national level? (Examples: programs to make students feel more of a personal commitment, incentives, goal setting, diagnosis and treatment of basic problems holding back progress, adaptation to cultural givens)

Step 6. Follow-up: Students could design a new way of evaluating progress in nations such as those of South Asia.

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Title: EAST ASIA: THE NUMBERS GAME

Introduction:

One of the important concepts in studying East Asia is scale--over one billion people in China; a nation (Japan) the size of California which can successfully compete with the U.S. in some markets; the vast expanse of mountainous land which forms the "Roof of the World" in Tibet; and the potential of the mineral resources of the region. This introductory activity attempts to stretch students' images of East Asia. Through a variety of exercises using The State of the World Atlas, students get a measure of numerical strength, length, height, comparative size, and distance in East Asia.

Objectives:

To develop the concept of scale in relation to East Asia.

To make quantitative comparisons between East Asia and the United States.

To predict changes in population and other variables and to speculate on consequences of these changes.

Grade Level: 7-9

Time: 1-2 class periods

Materials: Handout #4, "East Asia: The Numbers Game"; The State of the World Atlas

Procedure:

Step 1. Ask students to list all of the examples they can think of for the uses of a scale (weighting, measuring length, graphs, maps, art, music, etc.). Then decide as a group on a common definition of the term. Discuss its importance to the individual in getting a realistic idea of the world around him/her. For example, why is it so important to understand the relationship between a road map and the area it represents? Make sure that the idea of relativity and comparison are included in the discussion.

Step 2. Explain that this exercise will apply the concept of scale to a study of East Asia. Ask students these brief warmup questions:

- How many Chinese are there to every one American? (Approximately four)
- How high is the world's highest mountain? (Mt. Everest is 29,028 feet, or 8,848 meters above sea level.)
- What East Asia cities are among the five largest in the world? (Answers may vary, depending on the source, but Tokyo, Shanghai, and Beijing are listed by most sources as among the top five cities.)

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- The longest international land boundary in the world is between what two countries? (China and USSR)

Step 3. Distribute Handout #4 and copies of The State of the World Atlas. Review the directions and give the students time to complete Part A. Check the answers and discuss the implications of the comparisons as well as indications of trends.

Step 4. Ask students to complete Part B in pairs. Discuss their answers, allowing them considerable latitude in their answers as long as they support them with evidence from the maps or other sources. Remind them that the information in the Atlas is in some cases already oudated--that it represents one point in time and is subject to change. Being able to accurately assess trends and predict what will happen on the international scene is an important skill for businessmen, politicians, scholars, farmers, and manufacturers.

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Title: WESTERN EUROPE: THE COMMON GOOD?

Introduction:

Western Europe provides a good case study for the interconnections, interdependencies, and conflicts that arise between nations of a region as well as between that region and the rest of the world. This activity is meant to provide students with an opportunity to gather evidence to support some general position statements. As a research assignment, it would be suitable for a class that is learning how to do position papers, because it would give them practice on a smaller scale in organizing evidence to support a particular position.

East of the five statements included in the activity relates to one form of interconnection or conflict, either within Western Europe or between Western Europe and other parts of the world. Because it requires some basic knowledge of Western Europe, this activity should not be used at the beginning of a unit, but after students have sufficient background.

Objectives:

To analyze maps in the Atlas for patterns of conflict and interconnection.

To gather evidence to support a general position statement.

To summarize the supporting data for a general position statement.

Grade Level: 9-12

Time: 1-2 class periods

Materials: Handout #5, "Western Europe: The Common Good?"; The State of the World Atlas

Procedure:

Step 1. Ask students to think of their own community and to list some of the ways in which it is divided (neighborhoods, subdivisions, residential/business/industry, school districts or zones for individual schools, etc.). What potential conflicts are there between the divisions of the community? How are they interconnected (economically, socially, politically, geographically)? What kind of patterns or conflict and interconnectedness does the community have with the outside world? Encourage students to represent their ideas graphically using diagrams or sketch maps and symbols to represent conflicts and interconnections.

Step 2. Distribute copies of Handout #5. Ask students to identify which statements about Western Europe indicate interconnections, which indicate conflicts, and which might contain both. Encourage divergent opinions, but ask students to justify their opinion with examples of specific interconnections/conflicts.

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Step 3. Distribute copies of The State of the World Atlas to each student or to pairs of students. (The teacher may prefer to have students work in groups of 4-5, each of which finds evidence for only one statement. This would depend on time and the nature of the class.) Review the directions on Handout #5, asking the students to gather as much evidence from the Atlas as they can find which would support each of the statements. They should take notes in the blank space provided below each statement, indicating from which maps they got their information.

Step 4. Review the data collected for each statement. Discuss evidence which contradicts the statement, and indicate that although it is valid evidence, for the purposes of the activity, only supporting evidence was to be collected. Also note what kinds of evidence are missing from the maps. What sources would probably be useful in finding the missing evidence? (If the teacher wanted to extend this lesson, students could be asked to collect evidence from at least one other source.)

Step 5. Ask students to choose one (or more) of the statements and to write a paragraph summarizing the evidence supporting that statement. Encourage the students to organize their information into a convincing argument. They may wish to add diagrams, tables, maps, or other visual aids to strengthen their arguments.

Step 6. In the debriefing after students have completed their paragraphs, return to the idea of the community. Discuss the most important interconnections and conflicts within Western Europe that emerged during the activity. Ask students to predict, based on the idea that the Atlas is only a frame of reference for one point in time, what will happen to these patterns within the next 25 years.

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Title: THE ISLAMIC WORLD: DIVERSITY

Introduction:

When they think of the Islamic World, many students think only of Saudi Arabia and its neighbors. This activity helps to expand that image by emphasizing the scope and diversity of the region. Students are asked to check on the general validity of a set of statements and then to indicate examples of diversity. A more accurate and less monolithic image of the Islamic World should emerge. The activity should fit best at the beginning of a unit on the Middle East or the religion of Islam.

Objectives:

To analyze maps for general patterns within the Islamic World (geographic, social, political, economic).

To identify examples of diversity.

Grade Level: 7-12

Time: 1-2 class periods

Materials: Handout #6, "The Islamic World: Diversity"; The State of the World Atlas

Procedure:

Step 1. Ask students to describe what part of the world is inhabited by people who follow the religion of Islam. Encourage them to try to form a mental image of the boundaries of the Islamic World.

Step 2. Distribute Handout #6 and copies of the Atlas to individuals or pairs of students. Review the directions for Part A. If necessary, help students interpret the key to Map #34. Give them time to complete Part A.

Step 3. Check and discuss answers. Students may question the use of Marxism in South Yemen and Afghanistan. Some may want to know why countries like Chad are shown with their northern half Muslim and their southern half another religion, while others like Nigeria are striped. (The distribution of religions in Nigeria has been affected by other societal changes, while in Chad it is still essentially regional.)

On the population questions, bring out the idea that although we use the image of Saudi Arabia to represent Islam, it actually has a small population in comparison to Islamic countries such as Indonesia and Pakistan.

Step 4. The statements in Part B are intended to bring out some of the stereotypes and misconceptions of the Islamic World as well as to establish some general patterns. Two questions specifically deal with the relationship of the U.S. and the Islamic World (questions #2 and #10).

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Review the directions for Parts B and C with students and remind them to use the table of contents and subject index to locate maps for each question.

Step 5. Check answers to Parts B and C. Encourage discussion about general patterns and examples of diversity. Ask students if they see any subgroupings of countries within the Islamic World that have many of the same characteristics. On what criteria would they create those subgroupings (oil/nonoil; geo-raphic: Africa, Arabian peninsula, Asia; agricultural/nonagricultural)?

As a concluding activity, ask students to: (1) describe how their perceptions of the Islamic World have changed based on the information in the Atlas, and (2) make a list of questions that this activity has raised in their minds which could be answered through further study.

Key to Handout #6

Part A:

1. (see below)

2. Countries of the Islamic World:

Mauritania	Iraq
Morocco	Saudi Arabia
Senegal	N. Yemen
Gambia	Oman
Mali	United Arab Emirates

2. Continued

Algeria	Qatar
Niger	Bahrain
Tunisia	Iran
Libya	Pakistan
Egypt	Bangladesh
Syria	Malaysia
Jordan	Indonesia
Somalia	Turkey
Djibouti	Kuwait

and portions of the population of:

Sudan	Chad
Nigeria	Upper Volta
Guinea	Sierra Leone
Philippines*	Cyprus
Lebanon	Afghanistan*

*Although the Atlas does not list the official religion of these countries as Islam, it does indicate religious conflict, a result of Muslim resistance to the central government.

The geographic span of the Islamic World is from the Atlantic Ocean on the west to the Pacific Ocean (Indonesia and the Philippines) on the east, and from Turkey and Iran on the north to the African countries of the Sahel on the Horn of Africa on the south.

3. Indonesia and Malaysia are most removed from the religious center of Saudi Arabia. These nations are Muslim because of the trading settlements set up in the area by Muslim merchants.

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4. Countries with the largest populations include Indonesia, Bangladesh, Pakistan, Egypt, Turkey, and Iran.

5. Any answer which can be supported by evidence from the map should be accepted. Possibilities include Saudi Arabia, Mauritania, and Libya.

Part B:

1. True. Map #2. (Note: The exceptions are Egypt, Saudi Arabia, Turkey, Syria, Iraq, and Iran.)

2. False. Map #16. Saudi Arabia sells more oil to Europe than it does to the U.S.

3. False. Map #18. Most nations in the Islamic World are food importers. (Note: Exceptions include Indonesia, Malaysia, Mali, Turkey, and Senegal.)

4. True. Map #21. (Note: Exceptions include Egypt, Senegal, Pakistan, and Malaysia.)

5. True. Map #38. (Note: Countries providing much of this immigrant labor for the Arabian Peninsula's oil countries are North and South Yemen and Pakistan.)

6. True. Map #41. (Note: Exceptions with over 30% or 40% of the labor force made up of women include some of the West African countries like Mali and the Asian countries of Malaysia and Indonesia.)

7. False. Map #43. Compared with South America, countries of the Islamic World have less extremes of wealth and poverty (within the country).

   (Note: The data on this map is incomplete for the Middle East. Some students may say that there is not enough information to make a judgment. If they can support this claim with evidence, accept it.)

8. True. Map #49.

9. True. Map #61. (Note: Nations which have separatist movements include Indonesia, Malaysia, Bangladesh, Pakistan, Iran, Iraq, Turkey, Algeria, and Morocco.)

10. False. Map #11. The U.S. exported more arms to the Middle East between 1973 and 1977 than did the Soviet Union. (Note: Students should be aware that this situation may have changed since 1977.)

Part C:

Answers will vary. Encourage students to be specific, backing up their answers with evidence from the maps.

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Title: LE MONDE FRANCAIS

Introduction:

This activity may be used in foreign language classes or as part of a European studies or world history course. The major concept involved is the extent to which the French language is a cultural tie between very diverse nations and people. An interesting follow-up would be to invite speakers from various parts of the French-speaking world to visit the class.

Objectives:

To recognize the diversity of nations in which French is spoken.

To list cultural influences on other nations through the spread of the French language.

To analyze historical trends in the spread of the French language as well as in its decline in some areas.

To hypothesize about changes in the future.

Grade Level: 9-12 (could be adapted for lower grades.)

Time: 2-3 class periods

Materials: Handout #7, "Le Monde Francais"; The State of the World Atlas.

Procedure:

Step 1. If the students have not used The State of the World Atlas before, they will need a brief introduction. Make sure to point out the various parts of the book--the Table of Contents, list of States of the World, Notes to the maps and the Subject Index. Give the students a few minutes to browse through the Atlas and find some maps that interest them.

Step 2. Introduce the activity by explaining that it will give them some knowledge about the other parts of the world in which French is spoken. A series of photographs or slides of French-speaking people in places like Canada, Africa, Southeast Asia, and the Caribbean would spark interest and lead to questions.

Step 3. Ask students to complete Part A of Handout #7, which will give them an overview of the extent of the French-speaking world.

Step 4. Check the factual answers and allow time for student hypothesizing on the opinion questions before offering the "answers" in the Key or other sources.

Step 5. Ask students to complete Part B. Review the directions, making sure that they list the country and the data. Some students may wish to add the topics

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and maps to the chart and should feel free to do so.

Step 6. Review the students' answers to Part B, emphasizing the variety of life styles within the French-speaking world. Discuss possible conflicts and/or ways in which the elements of diversity could lead to important ties.

Step 7. Building on the previous discussion, ask students to complete Part C on the ties within the French-speaking world. Allow any answers which can be reasonably supported by evidence from the maps.

Step 8. Remind the students that the patterns of diversity and interconnections within the French-speaking world have changed markedly in the past 50 years and will probably continue to change. Review some of the changes since 1900. Ask students to discuss their answers to the last two questions in Part C, encouraging them to elaborate on their plan for the leader of France.

Key:

Part A:

1. There are 18 possible answers:

Country	Official Name
Mauritania	République Islamique de Mauritanie
Mali	République du Mali
Senegal	République du Sénégal
Guinea	République Populaire at Révolutionnaire de Guinée
Ivory Coast	République de Côte d'Ivoire
Togo	République Togolaise
Benin	République Populaire du Benin
Upper Volta	République de Haute-Volta
Niger	République du Niger
Chad	République du Tchad
Central African Republic	Central African Republic
Gabon	République Gabonaise
Congo	République Populaire du Congo
Zaire	République du Zaire
Cameroon	République Unie de Cameroun
Rwanda	Rwanda
Burundi	Burundi
Comoros	Etat Comorien

2. Morocco, Egypt, Lebanon, Tunisia

Morocco and Tunisia were part of the French Empire. Egypt and Lebanon have had close cultural ties to France since the early 1800s. France had a strong influence on the educational system in both Egypt and Lebanon, and French was used by many scholars. Communities within both countries speak French as their first language.

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Algeria, Morocco, and Tunisia have rejected French as their official language because of nationalism and a desire to rid themselves of a symbol of imperialism.

3.

English name	French name	Name in other official languages
Belgium	Royaume de Belgique	Koninkrijk Belgie
Switzerland	Suisse	Svizzera (Ital.) Schweiz (Ger.)

4. Indochina--Laos, Vietnam, Kampuchea

   Considering the attitude of the Communist governments, the use of French will probably decline in Indochina.

5. Canada, French Guiana, Haiti (also French islands in the Caribbean)

6. Mauritania, Ivory Coast, Central African Republic, Madagascar, Tunisia, Senegal, Djibouti, West Germany, French Guiana

7. French is spoekn by a sizable number of people on all continents except Australia and Antarctica. (Students could also make a case for South America, in spite of French Guiana.)

Part B:

Answers will vary.

Part C:

Answers will vary.

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Title: EL MUNDO HISPANICO

Introduction:

The State of the World Atlas provides some fascinating information on the characteristics of the Spanish-speaking world. This activity is intended for use in foreign language classes as well as classes in world cultures or world history. It examines current language patterns, historical development, and areas of linguistic conflict today. Comparison is made with the English and French-speaking worlds.

Objectives:

To link the geographic distribution of Spanish-speaking people today with historic and cultural factors.

To identify areas of linguistic conflict.

To compare the Spanish-speaking world with the French and English-speaking worlds.

Grade Level: 7-12

Time: 1-2 class periods

Materials: Handout #8, "El Mundo Hispanico"; The State of the World Atlas; Additional resources on linguistic conflicts in Spain and Latin America (optional)

Procedure:

Step 1. Introduce the activity by asking students to list as many countries as they can in which Spanish is the official language. Group the countries by world region (e.g., Central America, South America, Caribbean, etc.). Do not expect all countries to be listed at this point.

Step 2. Distribute copies of Handout #8, "El Mundo Hispanico" and The State of the World Atlas. If the students are not familiar with the Atlas, allow them some time to look it over. Ask them to locate the map that would help to complete their list of Spanish-speaking countries. (Map #33, "Languages of Rule") and the list of official names, "The States of the World." (Note: Map #33 does not list the official language when there is no linguistic conflict. The teacher may need to assist students in interpretation.)

Step 3. Review the directions for Part A on the handout. Allow students time to complete it individually or in pairs. The teacher may need to give extra background on the areas of linguistic conflict in Spain. Resources (newspaper or magazine articles, books, etc.) could be made available for more in-depth study of the separatist issue in Spain.

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Step 4. Discuss student answers to Part A. Emphasize the influence of Spanish language on culture within the Spanish-speaking world. List together as a class ways in which language helps to unite the Spanish-speaking world and ways in which it causes conflict.

Included in the discussion could be variations in language which create socio-economic barriers within countries.

Step 5. Review the directions for Part B, encouraging the students to use a variety of maps for comparisons of the Spanish-English and French-speaking worlds. Remind them that Map #33 does not list languages unless there is a conflict. For example, they need to know that English is spoken in Australia, Canada, etc.

Step 6. Conclude the activity with a discussion about what makes the Spanish-speaking world unique. Students could be assigned to create a collage of pictures and symbols about the Spanish-speaking world--Unity amidst Diversity (diversity of physical types, geography, lifestyle, unity of language, religion, art, music, etc.)

Key:

Part A:

1. There are a possibility of fourteen answers:

Venezuela	República de Venezuela
Spain	Estado Español
Nicaragua	República de Nicaragua
Mexico	Estados Unidos Mexicanos
Honduras	República de Honduras
Guatemala	República de Guatemala
Costa Rica	República de Costa Rica
Bolivia	República de Bolivia
Argentina	República Argentina
Colombia	República de Colombia
Chile	República de Chile
Uruguay	República Oriental del Uruguay
Panama	República de Panamá
El Salvador	República de El Salvador

2. There are six possible answers:

Bolivia	Paraguay
Ecudor	Surinam
Peru	French Guiana

3. Galicia (Galicia)
Basque Provinces (Basque)
Catalonia (Catalan)

4. Equatorial Guinea and Philippines were both colonized by the Spanish. In the Philippines English and Tagalog are spoken.

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Title: NEWLY INDUSTRIALIZING COUNTRIES: MOVING ON UP

Introduction:

Where we used to talk about developing or Third World countries as a group, recently a new term has come into use: the "newly industrializing countries," or NICs. The World Bank has classified this group as the global "middle income countries": Singapore, Hong Kong, Brazil, Mexico, Taiwan, South Korea, the Philippines, and Nigeria. This activity will introduce students to the concept of NICs and will use the Atlas as a source of supporting evidence for the classification. Students should also gain an understanding of what they cannot learn from a statistical resource. They should be left with questions of values and personal/societal dynamics that lead to further study.

Objectives:

To introduce the concept of the NICs, or "newly industrializing countries."

To analyze the maps in the Atlas for evidence to support the World Bank's classification.

To identify the factors which make a nation's rapid economic development possible.

To evaluate the use of the Atlas as a resource for understanding international economics.

Grade Level: 9-12

Time: 2-3 class periods

Materials: Handout #9, "Newly Industrializing Countries: Moving on Up"; The State of the World Atlas

Procedure:

Step 1. Begin with the concept of social class. Ask students to describe the characteristics of the upper class and lower class. Responses should include the ideas that the upper class has often inherited its wealth, lives in relative isolation, and in some ways, exploits the rest of the population; and that members of the lower class seem caught in a "vicious cycle of poverty," but with opportunities some manage to better themselves. Then ask students to list characteristics of the middle class. These should include an emphasis on material success, education, and competition. To tie these concepts to the international scene, ask students to list examples of "upper class" nations in the world as well as "lower class" nations. Which ones would they consider middle class? On what basis are they making their classifications?

Step 2. Introduce the concept of the NIC or "newly industrializing countries." Indicate that organizations such as the World Bank and the European Common

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Market now have identified a group of eight "middle income countries" which are referred to as NICs. As with any grouping, this classification refers only to the present situation. Ten years ago Japan might have been considered part of this group, now it has been included among the rich nations. Depending on the level of sophistication of the students, they might be able to speculate on the identity of the eight NICs. Note that two are in Latin America, one in Africa, and the rest in Asia. List the eight countries* as identified by the World Bank: Mexico, Brazil, Nigeria, Singapore, Hong Kong, South Korea, Taiwan, and the Philippines. Ask students to speculate on reasons why each is included.

Step 3. Distribute copies of Handout #9 and The State of the World Atlas. Review the directions with students. Discuss the types of criteria that could be used in question #3, emphasizing the idea that they should be basic as well as comprehensive as a group--not all weighted in one direction. Give students time to complete questions #3 and #4.

Step 4. Review the evidence on student answers to question #3. Explain that instead of a complete explanation of the success of the NICs, their charts are like pieces of a puzzle with some key pieces missing. Discuss the factors involved in middle class success--the Protestant work ethic, immigrant social values, support by family, presence of education/entrepeneurial opportunities, and so forth. Bring out the idea that although material success can be measured for both middle class people and NICs, the underlying values and social structure have a great deal to do with the reasons for that success. Good fortune, in the form of a good personal investment or a nation's discovery of a resource like petroleum, can also be a factor in success. Encourage students to ask questions, hypothesize, and if possible, follow through on research into topics such as the following:

- The advantages/disadvantages of the discovery of oil in Mexico and/or Nigeria.
- The role of the Confucian work ethic in Asia.
- The influence of foreign capital and markets on the development of NICs.
- The "cheap labor" image--reality or illusion?

*Two of these aren't technically considered countries, but are treated as separate units in the Atlas (Hong Kong and Taiwan).

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- The role of governments of NICs in supporting private industry.
- The role of multinational corporations in NICs.
- The possible effects on NICs of a more protectionist trade policy in industrialized countries.

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Title: THE AFRICAN CONNECTION: A FAIR DEAL?

Introduction:

Although African countries have some of the least developed economies, their products are in many cases irreplaceable for the industrialized West. This activity explores the "African Connection"--the agricultural and mineral products which are the raw materials for some of the western high technology. Students investigate a number of maps in the Atlas to put together a list of products from Africa. Then by looking at African trade and financial relationships with industrialized countries, they raise questions about them.

Objectives:

To collect information on specific products from Africa.

To analyze the trade relationships between African countries and the industrialized countries.

Grade Level: 7-12

Time: 1-2 class periods

Materials: Handout #10, "The African Connection: A Fair Deal?"; The State of the World Atlas

Procedure:

Step 1. Distribute copies of The State of the World Atlas and Handout #10. If students are unfamiliar with the Atlas, review the use of the Index, Notes on the Maps, and table of Contents. This activity may be done in two parts. Questions #1-7 are the basic information on products from Africa, and questions #8-15 explore the nature of the trade relationships between Africa and industrializing countries.

Step 2. Depending on the level of sophistication of the students, this activity can lead to a more in-depth study of the north/south dialogue (see "Rich Nations/Poor Nations" and "The NIEO--Justice or Blackmail?").

Key to Handout #10

1. Exporters

2. Ivory Coast, South Africa, Kenya

3. Europe, Japan, Middle East (Note: There is information missing on this map that would affect the answer to this question. North America is a major market for products such as cocoa and coffee, although on the whole, it is a food exporter.)

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4. This paradox is addressed in the notes for Map #18. Although Africa does have an overall surplus in food trade, much of this is the result of commercial agriculture. Food production for the population itself is often decreased as commercial agriculture expands, leading to food shortages, under nourishment, and starvation. The notes to Map #44 also give reasons for Sahel drought and famine (1972-1974)--unrestrained grazing, excessive cultivation, and low rainfall in the area. The famine in East Africa in 1980 was the result of civil war, agricultural neglect, and low rainfall.

5. Oil seeds and nuts, cocoa, animals, coffee, sugar, cotton

6. Petroleum, copper, precious stones, non-ferrous ores; iron ore, concentrates

7. Uranium, diamonds, manganese, chrome, bauxite, antimony

8. Algeria, Nigeria, Libya, Gabon are members of OPEC. Nigeria and Algeria ship large amounts of oil to North America.

9. Oil prices have risen. Countries such as Ghana and Kenya which have no energy resources have had to pay more for imported oil, while the prices of their agricultural products have not risen accordingly. (Note: This has also been a problem for the American farmer on the world market, an interesting cross-cultural link.)

10. Japan's export trade is greater than all African countries put together. (See Map #22)

11. Japan's national income is approximately twice as great as the national incomes of all African countries combined.

12. Answers will vary. Included should be items such as skilled labor, capital, improved port and transportation facilities, local markets, governmental support, access to raw materials.

13. Answers will vary. Low educational (Map #46) and health (Map #45) standards, lack of technological skills (Map #20), heavy debts, (Map #34), fluctuations in value of local currency (Map #57), school enrollment (Map #46), and the gap between rich and poor in many African countries (Map #43).

14. Answers will vary. Discuss the way in which these factors tend to perpetuate the system:

    - Monopoly on technology (copyrights, patents, etc.)
    - Control of international financial institutions
    - Retrictive trade policies
    - Suppression of unions

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- Multinational corporations in collusion with local governments
- The "brain drain" to industrializing countries

15. Answers will vary. Encourage a variety of ideas.

- Cartels (OPEC, cocoa, copper, etc.)
- Attempts to be self-sufficient (China, Tanzania)
- Pressure through international organizations (NIEO)

On the whole, these tactics have not met with much success, although OPEC had a major impact in the early 1970s. China has begun to seek foreign technology and investment, the Tanzanian experiment is in jeopardy, and the NIEO has not been able to transform its ideas to actions.

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ISSUES

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Title: GLOBAL HUMAN RIGHTS AND WRONGS

Introduction:

A number of the maps in The State of the World Atlas are related to the basic issue of human rights. This reflects the orientation of its authors who state in their Introduction that, "(W)hile it is true that the state has in its time been an instrument for the extension of personal liberty and for much material progress, it has also been an instrument of personal oppression, collective violence, and economic waste." The activity uses the maps a a jumping-off point, and encourages students to ask questions which lead to research in other sources.

Objectives:

To interpret maps for facts on human rights around the world.

To raise questions about human rights which lead to further study.

Grade Level: 7-12

Time: 1 class period, plus time for independent research

Materials: Handout #11, "Global Human Rights and Wrongs"; The State of the World Atlas

Procedure:

Step 1. Have the class list on the blackboard all the rights which they consider basic human rights. Ask each student to choose the ones which he/she considers the five most important on a global basis. Discuss some of the violations of these rights that students know about here and in other countries.

Step 2. Distribute Handout #11. Ask students to list their five most important human rights on the tope of the page. Review directions for the rest of the activity. Encourage students to use a variety of maps to find information about human rights. Possibilities include "The State Apparatus," "Military Government," "Nuclear Club," "Conscription and Conscience," "Bullets and Balckboards," "Scourges of the State," "Rich and Poor People," "Women Workers," "Religions of rule," "The Right to Learn," "Bill of Health," "Our Daily Bread," and "Law and Disorder."

Step 3. Discuss student answers, grouping them by world area or specific right. Try to establish connections such as between a low educational level and labor exploitation. Encourage students to hypothesize about the actual situation

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in particular areas and possible causes of human rights abuse. Depending on the students' level of sophistication, they might link specific abuses to structural characteristics of the society.

Step 4. Make a list of student questions from Part B of the handout. These may be questions raised by one map which could be answered by looking at other maps in the Atlas, or they could necessitate going to other sources. Take time to discuss with students what kinds of information they could get from each type of source (e.g., personal interviews, newspaper articles, government documents, church publications, Amnesty International, labor unions, United Nations agencies).

Step 5. Follow through by assigning one human right or research question to each student and having them prepare a report using other sources. They could include maps based on The State of the World Atlas format in their reports.

Follow up:

Students who become informed about human rights violations in particular countries or regions may wish to check on possible ways in which they might translate their concern into action. Organizations which can provide information include Amnesty International, Oxfam, and the American Friends Service Committee, as well as specific church groups.

Bibliography:

Amnesty International Country Reports: These are more detailed and could be used for in-depth research on particular countries.

Power, Jonathan. Amnesty International: The Human Rights Story. New York: McGraw-Hill, 1981. A good resource for high school students. Readable, with summaries on human rights in a number of countries and regions.

Biographies and autobiographies (e.g., Steve Biko, Jacob Timmerman, Alexander Solzhenitsyn).

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Activities Using
'The State of the World Atlas'

Title: HUMAN RIGHTS: ON TRIAL

Introduction:

This activity is an alternative strategy for teaching about the issue of human rights, It is more focused on one country and oriented toward building a case for action against that country's violation of human rights. The format is adaptable to preparation for a Model UN or for a mock international human rights conference.

Objectives:

To select evidence from the maps of human rights violations by one specific country.

To research the "case" against that country in its treatment of human rights.

To present the evidence in a convincing argument for the prosecution.

To plan a course of action against these violations by the U.S. government or UN agencies.

Grade Level: 9-12

Time: 1-2 class periods, plus time for independent research

Materials: Handout #12, "Human Rights: On Trial"; The State of the World Atlas

Procedure:

Step 1. Discuss the concept of human rights with the class. Help them to expand their conception by making lists of rights which are essentially economic, political and social. Help students to understand the interconnections between these categories. For example, people who cannot vote for their government may suffer from substandard nutrition and housing or labor exploitation. Education, a social right, has economic implications.

Step 2. Ask students to list countries which have been accused of human rights violations. Challenge the sources of their information. Is there evidence of human rights progress in any of these countries?

Step 3. Distribute Handout #12. Students may choose one country listed on the handout or another for which there is sufficient information. Their first step is to gather information from The State of World Atlas on human rights in that country. Remind students to think of economic, political, and social rights and to note the names of maps from which they get their information.

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Step 4. Allow students time to do further research on their countries in sources such as the Amnesty International country reports and articles in magazines and newspapers.

Step 5. Review the style and organization of a prosecutor's indictment. Each student should prepare a brief argument for the prosecution against the country he/she studied. It should include specific charges of human rights violations, supporting evidence, and a plan for a course of action by the U.S. government or a UN agency.

Step 6. Students may present their arguments for the prosecution in front of the "grand jury" (class), which may vote whether or not to indict the country. (A variation might be to present the argument for or against certification of progress in human rights, as the Congress requires for aid to El Salvador and other countries. The class could vote whether or not to certify and what kind of aid [if any] to recommend.)

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Activities Using
'The State of the World Atlas'

Title: WORKERS OF THE WORLD

Introduction:

The work situation found throughout the world provides an excellent illustration of a number of concepts/issues that have global ramifications: changing family structure due to more women entering the work force; interdependence; cross-cultural awareness; and the consequences of unemployment on people's lives. Recent economic circumstances have made more citizens take notice of the global labor situation and patterns. Through these exercises, students will gain a greater understanding of an activity (work) that will occupy a large portion of their life span.

Objectives:

To identify the way(s) that labor is a global concept.

To examine the consequences of the "flight of labor" on national and international economics.

To investigate the consequences of rural-urban migration on Third World countries.

To analyze the maps' relation to labor and to make connections between political, economic, and social conditions and work patterns.

Grade Level: 9-12

Time: 2-4 class periods

Materials: Handout #13, "Workers of the World"; The State of the World Atlas

Procedure:

Step 1. As a warm-up exercise, have students in a large group situation, discuss the following:

- What are their perceptions and definitions of work?
- What role(s) does work play in people's lives?
- What are some of the major categories of work (service, agricultural)?
- What are some of the common conditions and problems (inflation, safety-related) experienced by workers throughout the world?

Step 2. Distribute the Atlas and Handout #13. Students may work individually or in pairs. Review the directions for Part A and give students time to complete it. Discuss their answers.

Step 3. Review the directions for Part B. After students have completed the section, discuss their answers.

Step 4. Direct students to Map #52. In a

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large group, students will give future unemployment figures for each geo-political region. Define geopolitical. Then students will discuss what global impact these project figures will have. For example, there will be a need for increased social services to facilitate the unemployed.

Further Suggestions:

Students select an occupation found throughout the world and compare/contrast that job as it exists in another culture (Poland, China, etc.) and in our culture. This report (oral or written) would investigate such items as:

- status
- working conditions
- salary comparison
- the kind of training or education needed

Another idea would be to invite a guest speaker from another culture to talk about work, labor unions, and so forth. Then invite someone with that same occupation who is American. Students should be expected to ask questions so that they could make some cross-cultural comparisons.

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Title: RICH NATIONS/POOR NATIONS

Introduction:

By the year 2000, it is estimated that approximately 65% of the world's population will be living in poverty. This gulf between "rich" nations and "poor" nations has been described in other ways: "Haves and Have-nots" and the "North/South" dialogue. Through this activity students will see the importance of this issue in an interdependent world. They will study conditions in the "poor nations" to realize the "basic needs" that are denied people in this situation. And students will examine the consequences, the pressures, resulting from this inordinate situation that some say could prove to be disastrous for world civilization.

Objectives:

To identify the causes for this gulf.

To identify the basic needs denied or limited to people living in "poor" nations.

To examine the area(s) most affected by this gulf.

To analyze the consequences of the gulf on a national and global basis.

Grade Level: 9-12

Time: 3-4 class periods

Materials: Handout #14, "Rich Nations/Poor Nations";
The State of the World Atlas

Procedure:

Step 1. Warm-up activity. Ask students for their perceptions of Third World governments. Be sure they understand the term Third World. Ask students for their perceptions of the people in these countries. Then ask students to speculate on those people's perceptions of us. Put these perceptions on the board to facilitate discussion. Suggested perception items: values/attitudes

- idea of progress
- technology
- work ethics
- size of family
- ambition

To follow-up on this exercise, ask students how they might check on the accuracy of their perceptions.

Step 2. Distribute Handout #14 and refer students to Map #43 in the Atlas. Individually or in small groups, depending on the nature of the class, identify what hemisphere contains most of the poor nations. Then the students will identify five other maps in the Atlas that illustrate the gap between rich and poor. Discuss their choices with them.

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Step 3. Have students list some of the basic needs" term needs to be explained) that are denied to many people in poor nations. Have students refer to maps in Atlas. To follow this up, discuss with students the results of these needs being denied. Note: To develop this further, students could do a report (written or oral) comparing or contrasting the life style of a "typical" family in the United States and a "typical" family in a poor nation. Items to be considered: calorie intake, income, consumption patterns, and so forth.

Step 4. Students will investigate, based on maps in the Atlas, whether or not there is any evidence that the "cycle of poverty" can be broken. Be sure they understand this term. A brief statement should support their findings.

Step 5. In a large group, have students discuss the major consequences of this gulf on global economics and politics. Some items might include:

- Military conflict
- Allocation of food
- Foreign aid programs

Step 6. Students will discuss (again this is ideal for a debate format) the moral questions associated with this gulf. To what degree is the pattern of consumption in rich societies (U.S.) a factor? What responsibilities should we, the rich nations, take to help correct the situation? Should we? (The lifeboat scenario would be appropriate, i.e., there is only so much food and money to be distributed. Those countries who can do something with it receive aid; those who will not use it, it is a waste.) Assuming that the situation is not hopeless, what approaches are in order?

Further Suggestions:

To make this issue less abstract and more human, films are suggested. One film is especially outstanding--much of it was shot in Third World countries and vividly describes conditions that exist in those areas. The title is Five Minutes to Midnight. It is in three parts, each 30 minutes in length. Teacher preview is important to decide how to best utilize the film. Guest speakers who work for an agency and have traveled to these countries could share experiences with the class.

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Title: REFUGEES: PEOPLE ON THE RUN

Introduction:

Although records have been poorly maintained and the population fluctuates, the United Nations and other "watchful" organizations estimate that in 1981, approximately 15 million people were refugees. Americans, in recent years, have become aware of this problem with the influx of Vietnamese, Laotian, and Haitian refugees into the United States. Students will gain an understanding of a problem which because of its scale demands more attention. Why has this become a global issue? What impact does this situation have on a regional and global basis? What do we do to ease or correct this human plight?

Objectives:

To identify reasons why there are large numbers of refugees.

To identify the impact of this situation on a regional and global level.

To begin to understand the problems associated with being a refugee.

To become aware of some solutions to deal with this problem/issue.

Grade Level: 9-12

Time: 2-3 class periods, time should be flexible

Materials: Handout #15, "Refugees: People on the Run"; The State of the World Atlas

Procedure:

Step 1. As a warm-up exercise have the students, in a large group, discuss their perceptions of what a refugee is. Students will discuss what it might be like to be a refugee--being of deprived of basic needs and rights. If at all possible invite a speaker who came into this country as a refugee to share his/her experiences with the class. Another possibility would be to invite a representative of an organization that assists refugees coming into our culture.

Step 2. Distribute Handout #15 and the Atlas. Refer the students to Map #32, "Refugees." Ask them to comment on the scale of the refugee problem. What strikes them the most when they look over the map? Have students identify the geo-political areas that generate most of the refugees.

Step 3. Direct the students to use Map #32 and other appropriate maps (finding those maps should be part of their task) to find reasons for these homeless people. They should list those reasons on the Handout, indicating the map on which they found the information.

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Step 4. Direct students to other maps in the Atlas and have them identify the impact of the refugee problem on a regional and a global level with respect to politics and economics.

Step 5. At this point in the exercises, the teacher may wish to have students share their information and views with the rest of the class. This would also illustrate the concept that people looking at the same information draw different conclusions or perceptions.

Step 6. In a large group have the students discuss what measures could be taken to help correct the plight of the refugees. You might want to point out that some groups of refugees, such as the Palestinians, have been in that condition for many years. Some areas of discussion:

- What kind of assistance is most helpful?
- To what extent should wealthier nations, not directly affected, help?
- Why should we help?

The teacher might also involve students in a debate on what position the U.S. should take relative to refugees wishing to enter its door. This might elicit some lively debate considering the present economic situation with so many Americans out of work.

Further Suggestions:

Have students write up a brief report (4-5 pages) on a particular case study (Cambodians, Vietnamese, etc.) Included in this report would be:

- historical background
- present circumstances of this group
- maps, charts, statistics to illustrate information gathered.

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Title: SEPARATIST MOVEMENTS: FROM IRELAND TO INDIA

Introduction:

There is an interesting paradox at work in the world, although there is a trend toward internationalism as reflected in a "world economy" promoted by multinational corporations, there is a growing sense of nationalism as embodied in numerous separatist movements. This activity provides students an opportunity to explore the concept of perception-misperception which underlines this issue. Students will examine "Terrorism" which often manifests itself in various movements. In addition, moral questions related to the use of violence are raised.

Objectives:

To locate some of the more significant nationalist movements within the major geopolitical regions.

To identify reasons for separatist movements.

To examine the major consequences of these movements on national and global politics.

Grade Level: 9-12

Time: 3-4 class periods

Materials: Handout #16, "Separatist Movements: from Ireland to India"; The State of the World Atlas

Procedure:

Step 1. In a large group, discuss with students some terms/concepts that are essential in understanding this issue. Make sure they can identify and recognize the differences between separatist, regionalist, and irridentist movements (refer to Map #61). Of importance is the concept of nationalism; this should not be rushed through, especially if students are unclear about the concept.

Step 2. Have students discuss their general perceptions of these various movements. What strikes them the most when they hear or read about the activities of these movements? What emotions are elicited (fear, anger, sympathy)? Write emotions on blackboard for discussion of reasons behind choices.

Step 3. Distribute Handout #16. In small groups, direct students to Map #61 in the Atlas and have them list five movements according to classification. You may wish students to focus on one geopolitical region.

Step 4. Direct students to identify reasons for separatist movements--the focus from here on will be on just separatist movements. Again you may wish to have them focus on just one geopolitical region.

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Note: The instructor may wish to assign a brief written (4-5 page) or oral report regarding a case study of a separatist movement. This report would include: historical background; explaining reasons for movement; goals of movement; methods used to achieve goals; if possible, the future direction of the movement.

Step 5. Direct students to identify, with a brief statement for each, the consequences of these movements on national and global political policies, i.e., increase in security measures, suspension of certain constitutional laws.

Step 6. This exercise would be suitable for a debate format. Here the morality of violence which, in many instances, plays an integral role in achieving separatist goals, is examined.

- Is violence ever justified in achieving a goal such as self-determination/self-rule, i.e., Basques, IRA, Palestinians?
- Are there any similarities between the American revolution and contemporary separatist movements?
- When there is violence, is one kind more acceptable than another? For example, if the separatists assassinated a government official, is the government roundup of suspected "terrorists" and sympathizers and their subsequent torture or execution justified?

Further Suggestions:

This issue is ideal for role-playing. For example, some students would represent separatists, some students the government the separatists are contesting, some students representatives of various countries (U.S., England, France, USSR, Mexico, Egypt, etc.) who are members of the International Court of Justice (explain its function). The International Court of Justice would hear arguments from both sides.

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Title: THE ARMS RACE: SECURITY OR INSECURITY?

Introduction:

The U.S. and the U.S.S.R. have enough nuclear weapons to kill everyone in the world several times over--overkill. In spite of that, both sides argue "peace through strength." Many Third World nations whose populations are destitute continue to purchase millions of dollars worth of arms from "advanced countries." A fierce controversy surrounds military spending and sales, not only in the U.S., but also in Europe and Third World countries. Students will begin to sift through this complicated issue by examining a number of items:

- the misperceptions between nations that lead to distrust and suspicion
- the extent of nuclear proliferation
- guns or butter
- can this cycle be broken

Objectives:

To examine the extent of nuclear proliferation.

To identify the reasons for the arms race between the U.S. and the U.S.S.R.

To assess the impact of arms spending on social programs.

To examine the consequences of the arms race.

Grade Level: 9-12

Time: 4-5 class periods

Materials: Handout #17, "The Arms Race: Security or Insecurity?"; The State of the World Atlas

Procedure: Note--you may wish to divide this issue into two categories:

A: Arms sales and the guns or butter issues

B. Nuclear weapons

Step 1. Students should discuss the meaning of the arms race. Then have students list U.S. perceptions of the U.S.S.R. and what their perceptions of the U.S. might be (aggressive, evil, distrustful, etc.) Write down these perceptions on the board or ditto them off; students should then see what similarities exist between the two perceptions. What conclusions can be drawn from these similarities, if any exist? If there are any similarities, should this change our thinking/perceptual patterns?

Step 2. Distribute Atlas and Handout #17. Refer students to Map #11. Look at the sale of arms abroad on the part of the U.S. and the U.S.S.R. List the

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geopolitical areas where there are significant sales. List the strategic and economic interests of both superpowers in those areas.

Step 3. Refer students to Map #11 and Map #12. Students will examine any connection between the geopolitical areas that purchase significant amounts of weapons and conflict within that area. Their position should be defended in one or two brief paragraphs.

Step 4. Refer students to Map #28 and ask them to give three examples of governments which are militarily controlled and also purchase signficant amounts of arms.

Step 5. Refer students to Map #8 and those maps relative to social programs (health and education). Have students identify, with examples, any correlation existing between countries that spend large portions of their GNP on military goods and less on their social programs.

Step 6. (The following steps refer to the nuclear section.)

Direct students to Map #9 in the Atlas. Have them list those nations who belong to the nuclear club and the ten nations who are capable of joining the club by the year 2000.

Step 7. Refer students again to Map #9. Have them list the information that illustrates the need for strategic arms limitation, i.e., SALT. Give students a brief, basic background on SALT. Ask them to list their emotions based on information in Map #9. You could then discuss their emotions in terms of their perceptions of the future.

Step 8. This exercise is a follow-up to Step 6. Discuss with students the possible problems posed by nuclear proliferation. What can be done to discourage this proliferation? For example, what role could the U.S. take?

Step 9. The nuclear issue is ideal for a debate. Students could take the proposition: the U.S. should entertain a freeze regarding its present number of strategic weapons and future deployment and research. Considering the freeze movement and the administration's reaction to it, the debate should prove lively.

Further Suggestions:

This topic lends itself to inviting in guest speakers representing various sides in the nuclear issue. There are also many films and filmstrips available from places such as the American Friends Service Committee.

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Title: POWER PLAY

Introduction:

One way of viewing relations between nations is as a complex set of power struggles, with power being expressed in a variety of forms, including military, economic, political, and resource control. In this activity, students will explore the concept of power on a global scale, analyze the relative power of a particular country, and plan a suitable course of action for that country in a simulated world crisis.

Objectives:

To define power in a global context.

To analyze the potential forms of power available to a particular country.

To respond to a simulated world crisis within the role of a particular country and its power options.

Grade Level: 9-12

Time: 2-4 class periods

Materials: Handout #18, "Power Play"; The State of the World Atlas; resources for individual country analyses

Procedure:

Step 1. Brainstorm with the class, as a large group, all the forms of power available to nations on a global basis. Make sure that the concept is interpreted in the broadest sense, and that forms of power such as food power, financial power, and technological power are included.

Step 2. Distribute Handout #18, Part A. Assign each student or small group of students a country or region. Using The State of the World Atlas as well as other suitable resources, ask them to construct a power profile of that country or region. You may wish to add other forms of power to the profile based on the class definition in Step 1.

Step 3. Point out the information in the Atlas represents a point in time and does not, in many cases, indicate potential power. Encourage students to hypothesize about potential forms of power for their country or region. They may find answers in other sources, but indicate that for the purposes of this activity they should be creative and try to project global as well as local trends.

Step 4. After students have completed their power profile analyses, distribute copies of Handout #18, Part B, "The simulated world crises." Tell students that they have two tasks: (a) decide on a course of action as an individual country that will maximize their power

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potential, and (b) make the necessary alliances with other countries to protect and enhance their power.

Step 5. After all alliances have been made, ask each of the resulting groups of countries to report on its plan of action to the rest of the group.

Step 6. Debriefing questions should include the following points:

- What forms of power seemed most effective?
- Which seemed most irresponsible?
- What role did ethics or morality play?
- On what bases were alliances made?
- Which forms of power will probably become more effective in the next fifty years?
- Which will become less effective:
- Is there power in numbers, or can one or two countries continue to control the centers of power in the world?
- What are the alternatives to global power struggles?

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RESEARCH

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Title: THE NIEO: JUSTICE OR BLACKMAIL?

Introduction:

The New International Economic Order (NIEO) is an alternative model for economic development proposed by the nations of the "south" or Third World. It was first drawn up in 1974 in response to the international crises created by the oil embargo. By 1980, approximately 120 nations, primarily in Latin America, Africa, and Asia had endorsed the NIEO. This activity presents the main points of the NIEO program. Students then find evidence in The State of World Atlas to support or reject the proposals.

They organize the evidence into a case for or against the NIEO program. Research skills are emphasized because the students need to locate pertinent information and evaluate whether or not it supports the NIEO perspective.

Objectives:

To analyze the conditions which led to the proposals of the New International Economic Order.

To select evidence in The State of the World Atlas to support or reject the proposals of the NIEO.

To synthesize the evidence into coherent argument.

Grade Level: 9-12

Time: 2-3 class periods

Materials: Handout #19, "The NIEO: Justice of Blackmail?"; The State of the World Atlas; (optional) North-South: A Program for Survival: The Report of the Independent Commission on International Development Issues (MIT Press, Cambridge, 1980); (Optional) The Developing World, Harriet Baldwin and Bruce Ross-Larson (World Bank Educational Materials, Washington, D.C., 1981)

Procedure:

Step 1. If students have completed either "The African Connection: A Fair Deal?" or "Rich Nations/Poor Nations," they should have some ideas about the perceived injustices expressed by the nations of the "South." Review these and ask for suggestions about how such injustices might be corrected. What proposals do the students have to change international systems and the relationship between the countries of the north and the south?

Step 2. Distribute copies of Handout #19 and The State of the World Atlas. Discuss student reactions to the proposals. Do they think the proposals are fair? Would they work: What factors might prevent them from being put into practice? Are they realistic? What are the

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strongest arguments for and against the program?

Step 3. Ask each student to take a position for or against the NIEO program (or assign positions). Refer them to the Atlas to find evidence consistent with their position. Remind students to make use of the index and notes and to consult at least five maps in the Atlas. Other sources may also be used. North-South: A Program for Survival will provide more background on the NIEO proposals, and The Developing World presents a more traditional approach to development.

Step 4. Using either a courtroom or debate format, ask representative students from each side to present their arguments for and against the NIEO program. A forum could be organized with outside speakers such as foreign students, representatives of industries operating in the Third World, and members of organizations like the American Friends Service Committee. The two sides may then wish to negotiate a compromise program.

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Title: STATISTICS: USE AND ABUSE

Introduction:

The State of the World Atlas is a valuable resource for students, but like any statistical source it has its limitations. In this activity the student turns a critical eye on the source itself and statistics in general. For what kinds of questions is the Atlas most appropriate? What is left out, either by selection or by the quantitative approach? Do the authors have a recognizable bias? How can students supplement the information from the Atlas?

Objectives:

To analyze the nature of information presented in The State of the World Atlas.

To evaluate the Atlas as a source of information on international relations.

Grade Level: 7-12

Time: 1 class period

Materials: Handout #20, "Statistics: Use and Abuse"; The State of the World Atlas

Procedure:

Step 1. Ask students to list the characteristics of someone they would trust to bring them good notes on an important class or meeting that they had missed. Write these characteristics on the board. They will probably include accurate, complete, clear, neat, and unbiased (in the case of a controversial meeting). Would it be easier to get notes on a math class or on an American culture class? Discuss why it is more difficult to communicate the values and more abstract ideas of the culture class than the quantitative nature of the math class.

Step 2. Distribute copies of Handout #20 and the Atlas. Explain that this activity will give students a chance to look critically at a source--to decide on its most appropriate use and to become aware of its shortcomings. The idea here is that the Atlas is not an end in itself, but that it presents an incomplete picture that needs to be filled in through the use of other sources. Use of the Atlas as an "answer book" is abuse, or at least a waste of its potential as a stimulus to curiosity and further study.

Step 3. Allow time for students to complete the handout. Accept a variety of answers, since the point of the activity is to develop a critical approach to statistical sources. The process is more important than the answers themselves. Discuss their findings. Ask the following questions to conclude the activity:

- What are the greatest assets of this Atlas in studying international relations?

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- What are its limitations?
- In which ways is this Atlas better than sources such as the almanac that just lists statistics?
- What kinds of questions does it answer most effectively?
- What kinds of questions require information from other sources?

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Title: THE WORLD AS YOU PERCEIVE IT

Introduction:

This activity can be used as an affective pre- and post-test for a series of activities using The State of the World Atlas. It is designed to bring out some of the attitudes and perceptions that students have about international relations.

Objective:

To find out students' perceptions about the world after having completed the exercises in this book.

Grade Level: 7-12

Time: 1 class period or less

Materials: Handout #21, "The World as You Perceive It"; The State of the World Atlas

Procedure:

Step 1. Distribute copies of the handout. Review the directions and allow students time to complete it, making it clear that there are no "right" or "wrong" answers.

Step 2. Discuss student responses, asking them for specific examples to support their attitudes.

Follow-up Questions:

- Is the world a frightening place to live in?
- Is the world too complicated or too confusing?
- Is the world shrinking? In what sense?
- Can an individual have impact on the "state of the world"? How?

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Activities Using
'The State of the World Atlas'

Title: SIDE TRIPS

Introduction:

Each of the following ideas for activities can be used to reinforce or extend the study of The State of the World Atlas. The use of a variety of media and the opportunities to translate ideas into commitment can help to round out the learning experience. Especially for the issues activities, it is important that the instructor follow-up on the most recent developments.

1. Assign each student a map from the Atlas to illustrate, either with a collage of photographs, a poster, mobile, or a set of symbols.

2. Make a jigsaw puzzle on "the state of the world," using the major concepts of the book and the theme of interdependence. Encourage creativity.

3. Make a bulletin board where students could put articles or cartoons illustrating what is new relative to one or more of the issues raised by the Atlas.

4. Students can maintain a notbook/journal in which they collect data on any change in an issue. They could also editorialize the data.

5. Laminate a set of maps from the Atlas. Give one to each student. Form groups of 3-5. Give each group 15 minutes to come up with as many correlations and/or interconnections between two or more of their maps as they can.

6. Allocate a few minutes on a weekly basis to a current events contest or a time for students and teachers to share information on what is new on a given issue or issues.

7. Assign each student one map to update by finding more recent or more complete information. (Sources: almanacs, U.N. statistics, etc.)

8. Using resources such as The Global 2000 Report to the President*, assign students particular maps to draw as they predict they will appear in the year 2000.

9. Ask students to write a brief sales promotion or ad trying to sell one of the following specialists on the usefulness of The State of the World Atlas in his/her work:

   - Executive of a multinational corporation
   - Official of the International Red Cross
   - U.S. Congressional Representative
   - Farmer in Kansas

*The Global 2000 Report to the President, Council on Environmental Quality and the Department of State. (New York: Penguin, 1982)

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STUDENT HANDOUTS

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INTRODUCING THE STATE OF THE WORLD ATLAS

This puzzle will give you a chance to get to know one of the most interesting new reference books available. Your task is to find the answer to each of the quesions below by using the Table of Contents, Introduction, maps, States of the World, Notes on the Mapes, and Subject Index.

Write your answers in the blanks provided. Circle the first letter in each answer and write that letter in the corresponding box of the secret phrase at the bottom of the following page.

1. The skulls on Map #44 represent major _____.
2. Information on oil production and consumption is found in the section on Natural _____.
3. All the maps in the second section are related to the possession, sale, and use of _____.
4. According to Map #8, the regions which spend the highest proportion of their GNP on military uses are the Soviet Union and _____.
5. The official name of Ireland is _____.
6. The United States has navy and air bases, combat troops, and military advisors in the Middle Eastern country of _____.
7. According to the notes for Map #18, a U.S. Secretary of Agriculture said in 1974 that "_____ is a weapon. It is now one of the principal weapons in our negotiating kit."
8. The map which most clearly shows the gap between upper and lower social classes is _____.
9. According to Map #54, an East African country with almost half of its area in risk of desertification due to animal pressure is _____.
10. The subject index lists a total of _____ maps that have information on population.
11. The continent with the lowest population growth rate is _____.
12. The map which shows illiteracy rates is The _____.
13. Map #45 includes statistics on life _____.
14. Map #38 shows that a large number of workers in France are migrants from _____ Africa.
15. The country whose official name is Zhonghua Renmin Gonghe Guo is what we call _____.
16. According to Map #11, the U.S. is the world's major _____ of weapons.

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SECRET PHRASE:

Question # 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

To check on the accuracy of your answers to questions 1-16, read the Introduction for the answer to this key question:

> What do the authors wish to provide for students of today's changing pattern of events?

Your answer to this question should be the same as the secret phrase. Using at least three specific examples from the Atlas, write a paragraph explaining the meaning of the secret phrase.

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LATIN AMERICA: CHECKING OUR PRECONCEPTIONS

Use The State of the World Atlas to find the answers to Parts A, B, and C.

Part A:

Directions: Answer TRUE or FALSE. Fill in the column at the left (PRETEST) with your guess before looking at the Atlas. Then find evidence on one of the maps in the Atlas to indicate whether the statement is most likely to be TRUE or FALSE. Write that answer in the second blank (EVIDENCE). Then list the map number you used. If the statement is FALSE, rewrite it to make it true.

PRETEST EVIDENCE

___ ___ 1. Latin America as a region spends a higher proportion of its GNP on military uses than any other world region. Map #____.

_____

_____

_____

___ ___ 2. Latin America is a net importer of food. Map #____.

_____

_____

_____

PRETEST EVIDENCE

___ ___ 3. Chile is the most technologically advanced state in Latin America. Map #____.

_____

_____

_____

___ ___ 4. Venezuela earns over half of its export income from petroleum. Map #____.

_____

_____

_____

___ ___ 5. In general, per capita income (GNP/capita) is higher in Latin America than in Africa and Asia. Map #____.

_____

_____

_____

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PRETEST	EVIDENCE		PRETEST	EVIDENCE	
___	___	6. Peru has the greatest gap between rich and poor of the Latin American countries. Map #____.	___	___	10. Argentina's industrial growth declined sharply between the 1960s and 1970s. Map #____.
___	___	7. In most Latin American countries, the urban population more than doubled between 1950 and 1975. Map #____.	___	___	11. Map #____.
___	___	8. In Bolivia, over 60% of the population does not have a safe water supply. Map #____.	___	___	12. Map #____.
___	___	9. The water off the east coast of South America is seriously polluted. Map #____.			

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Part B:

Choose three countries in Latin America which seem to have the highest standard of living. Support your choices with specific data on these countries from at least 3 maps.

	Highest Standard of Living	Supporting Evidence
1.		
2.		
3.		

Choose 3 countries in Latin America which seem to have the lowest standard of living. Support your choices with specific data on these countries from at least 3 maps.

	Lowest Standard of Living	Supporting Evidence
1.		
2.		
3.		

What reasons might you give for the relative strengths and weaknesses of these countries? What do the richer ones have? What problems do the poorer ones have?

Part C:

List five examples of diversity in Latin America based on what you have learned from the Atlas.

1. _____
2. _____
3. _____
4. _____
5. _____

Bonus: What two countries are the only ones in Latin America with a GNP greater than the yearly income of EXXON? _____ and _____.

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SOUTH ASIA: A REPORT CARD

The nations of South Asia have faced a variety of problems in different ways. Using the maps of The State of the World Atlas, you will be "grading" each nation for its achievements in solving a selection of economic and social problems.

1. On the outline map below, label each country of South Asia: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan.

2. Complete the "report card" on page 3 by filling in the data for each country under the column labeled "test score." Then rate each country by grading it A, B, C, D, or F for its current status in solving each problem. Note the specific criteria for each problem. The first is done for you as a sample.

3. In order to grade these countries fairly, what information do you need to know other than the current information listed in the chart? (Hint: Is it fair to grade a student only on their test scores at one point in time? What else do you need to know about that student?)

How would you find the information you need?

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Is it possible that you might change the grades you gave each country if you had more information? Explain your answer.

Considering that nations, like students, have unique characteristics (such as Nepal's topography, religious influence in Pakistan), how would this affect your evaluation of their progress? Explain using specific examples.

4. What map(s) in the Atlas contain evidence of protest or internal disorder in the countries of South Asia? List the map number(s), name(s), and a brief statement of the evidence.

Is there any connection between the frequency of protest in the countries of South Asia (i.e., disciplinary problems) and the "grades" they received on progress toward solving economic and social problems?

5. Is you were advising the countries of South Asia in solving their socioeconomic and "disciplinary" problems, what would be your main points? (Remember that the governments have limited funds.)

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COUNTRIES:	INDIA	PAKISTAN	BANGLADESH	SRI LANKA	NEPAL	BHUTAN
PROBLEM #1 Rapid Population Growth Map #3 Criteria: Population Growth Rate	Test score: 2-2.4% Grade: B	Test score: 3+% Grade: D	Test score: 2.5 - 3% Grade: C	Test score: 1.5-1.9% Grade: A	Test score: 2 - 2.4% Grade: B	Test score: 2 - 2.4% Grade: B
PROBLEM #2 Low Per Capita Income Map #23 Criteria: GNP/head in U.S. $	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #3 Illiteracy; Map #46 Criteria: Adult illiterates as proportion of population over age 15	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #4 Insufficient Diet; Map #44 Criteria: Calories available per person as proportion of estimated daily requirement.	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #5 Inadequate housing & water supply Map #50 Criteria: Proportion of population w/o safe water	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #6 Poor health care facilities Map #45 Criteria: Life expectancy	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:

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EAST ASIA: THE NUMBERS GAME

Part A:

A basic idea in studying East Asia is scale. It is important to understand the relative size and dimensions of many factors in East Asian geography, economy and society. This activity will help you get a more accurate measure on East Asia through comparison with the United States. Use The State of the World Atlas to find the answers to the following questions (Part A):

1. The region of East Asia includes the following countries. Label each on the outline map below.

China	Hong Kong*	Mongolia
Taiwan*	Japan	North Korea
		South Korea

* Not technically considered countries but treated as such in the Atlas.

2. According to Map #3, which country has the world's largest population? _____

3. Which country in East Asia has the slowest population growth rate? _____

4. Using the scale on Map #3, about how many times the population of South Korea is the population of Japan? _____ What will happen to this comparison if present growth rates of both countries continue?

5. On Map #8, which East Asian country spends the lowest proportion of its GNP (national income) on the military? _____

6. What is the only East Asian country with an energy surplus? (Map #15) _____

7. Has China's growth in energy production been greater or less than its growth in energy consumption? (Map #16) _____

8. Does Japan export more than all of the other countries of East Asia put together? (Map #22) _____

9. What country has the longest life expectancy in East Asia? (Map #45) _____. How does it compare with the U.S.? _____

10. Which country has the most serious pollution in East Asia? (Map #53) _____

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11. In 1974, how did the inflation rate in Japan and South Korea compare with that of the U.S.? (Map #56)

12. How do China's nuclear weapons compare with those of the U.S. and the Soviet Union? (Map #9)

13. The total manufacturing output of the U.S. is about how many times that of Japan? (Map #19) _____

14. How does China's production of coal compare to that of the United States? (Map #15)

15. Compare China's population to that of the United States and the Soviet Union put together. (Map #3)

Make one more comparison between the U.S. and one or more East Asian countries. Use any map in the Atlas.

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Part B:

1. List five trends, or directions of change, in East Asia (the first is completed for you as an example).

   a. China's population growth is slowing down and will eventually stabilize.

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

   e. _____

   _____

2. Predict the consequences of the changes you listed before on the quality of life within East Asia and on its relationship with the United States and the rest of the world.

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WESTERN EUROPE: THE COMMON GOOD?

Part A:

These five statements about Western Europe all indicate a position. Using The State of the World Atlas, find evidence to support each of the statements. In the space provided, take notes on the evidence, listing the maps from which you got your information.

1. Western Europe is heavily dependent on the rest of the world for raw materials as well as for markets for its exports.

2. Labor migration within Western Europe is caused by variations in standard of living and economic growth.

3. The strength of the Common Market is in the diversity of its members' economics.

4. Energy-related issues have caused considerable conflict within and among Western European nations, as well as between Western Europe and the rest of the world.

5. The projected Soviet oil pipeline to Western Europe will help Western Europe protect its leading economic position.

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Part B:

Choose one of the statements above and summarize the evidence from the Atlas in support of that position. Organize your data into a convincing argument. You may want to use diagrams, tables, or maps to illustrate particular ideas.

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THE ISLAMIC WORLD: DIVERSITY

Part A:

1. On the outline map of the world, sketch in the area that you think of as the Islamic World.

2. Map #34 in The State of the World Atlas shows the dominant religion in each country. List at least 20 of the countries in which Islam is the major religion.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Now look back at your sketch on the outline map. Using a different color or pencil, draw in a revised sketch of the boundaries of the Islamic World. Describe the boundaries in 2-3 sentences below.

_____

_____

_____

3. Which countries are most removed from the religious center in Saudi Arabia?

_____ _____

How do you suppose the religion of Islam spread to these regions?

_____

_____

_____

4. Refer to Map #3, "The State by Population." Which countries in the Islamic World have the largest populations? (Be careful to read the map for population size rather than growth rate.)

_____ _____

_____ _____

_____ _____

5. Name two countries in the region which have relatively small populations for their geographic size.

_____

_____

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OUTLINE MAP

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Part B:

Use the maps in the Atlas to decide if each of the following statements are TRUE or FALSE. List the number of the map you used as proof. If the statement is FALSE, rewrite it to make it TRUE.

____ 1. Most nations in the Islamic World have received their independence since 1945. Map #____.

_____

_____

_____

____ 2. Saudi Arabia sells more oil to the U.S. than it does to Europe. Map #____.

_____

_____

_____

____ 3. Most nations in the Islamic World are food exporters. Map #____.

_____

_____

_____

____ 4. Most nations in the Islamic World depend on one or two products for more than half of their export income. Map #_____.

_____

_____

_____

____ 5. In some nations of the Arabian Peninsula, over 50% of the labor force is made up of foreign workers. Map #____.

_____

_____

_____

____ 6. Most women in Islamic countries do not work outside the home. Map #_____.

_____

_____

_____

____ 7. Compared with South America, countries of the Islamic World have greater ex-

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tremes of wealth and poverty (within the country). Map #____.

_____

_____

_____

____ 8. In general, countries of the Islamic World have experienced rapid urban growth since 1950. Map #____.

_____

_____

_____

____ 9. Nationalist movements by minority groups against the state have been a problem in Islamic countries in the 1970s. Map #____.

_____

_____

_____

____ 10. The Soviet Union exported more arms to the Middle East in the period between 1973 and 1977 than did the U.S. Map #____

_____

_____

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Part C:

Give examples of DIVERSITY within the Islamic world for each of these factors:

Life Expectancy:

_____

_____

_____

Climate:

_____

_____

_____

GNP per Capita:

_____

_____

_____

Educational Level:

_____

_____

_____

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Activities Using
'The State of the World Atlas'

LE MONDE FRANCAIS

Many of the people who speak French do not live in France, but are spread out all over the world. They have close ties to France, but differ in their culture in many ways. This activity should help you get an idea of the diversity within the French-speaking world. You will be using an exciting new resource--The State of the World Atlas. If you are not familiar with it, take a few minutes to get acquainted with the variety of information it contains.

Part A:

1. Using Map #33 in The State of the World Atlas, list 15 African countries in which French is the official language. In the list of "States of the World" following Map #66, you will find the official name in French of each of these countries.

Country	Official Name

Country	Official Name

Why do you suppose that so many African countries retained the French language even after independence?

2. List four countries in North Africa and the Middle East in which French is widely spoken. (Use Map #33)

What was the relationship between France and these countries? (Differs by country-- you may need to consult another source.)

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Why do you think French is no longer an official language in the North African countries listed?

3. Which two countries in Western Europe have a linguistic conflict involving French? Look up the names of these two countries in the list of States of the World and list their French name as well as the name of the country in the other official language(s).

English Name	French Name	Other Official Name

4. Which part of Asia still has language ties to France? _____

_____

What do you think will happen to those ties under the present political situation there? Why?

5. List three countries in the Western Hemisphere in which French is spoken by at least part of the population.

_____

_____

_____

6. Using Map #7, list five countries in which France had military troops or advisors stationed in 1980.

_____ _____

_____ _____

_____

7. Is French spoken by a sizable number of people on each continent? _____

If not, which continent(s) are left out?

_____ _____

_____ _____

_____ _____

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Part B:

There is considerable diversity within the French-speaking world--economic, political, and social. Complete the chart below to show the contrasts between France and other countries in the French-speaking world. Choose one French-speaking country for each of the items listed and compare it to France. Use information from the maps in The State of the World Atlas. The first is done for you.

	France	French-speaking Country
Economic		
1. GNP/head Map #33	$5,000+	Niger: $200 or less
2. Calories/head Map #44		
3. Life Expectancy, Male/Female, Map #45		
Political		
4. Type of government, Map #28		
Social		
5. Religion Map #34		
6. Telephones/1000 Map #47		
7. Crimes Map #51		
8. Technology Map #20		

What possible conflicts do you see as a result of this diversity?

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Part C.:

The French-speaking world retains significant ties other than language. Using specific evidence from The State of the World Atlas, list five ways in which Franch and the other French-speaking countries can fulfill each other's needs. (Hint: Look for relationships in trade, finances, personnel, etc.) The first is done for you.

	Tie	Map #	Evidence
1.	Religion	34	Zaire, the Ivory Coast, and other countries share the Catholic religion with France and probably have close ties to the French church.
2.			
3.			
4.			
5.			

What do you think will happen to these ties over the next 25 years?

If you were the leader of France and wanted to reinforce the interconnections within the French-speaking world, what types of programs or policies would you recommend?

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EL MUNDO HISPANICO

Part A:

1. Choose 10 countries in which Spanish is the official language. Write their names below with their official names in Spanish (see the list of States of the World in The State of the World Atlas.)

Country	Official Name

2. Map #33, "Languages of Rule" shows countries in which the official language is not the language of many people in the country. List five Latin American countries for which this is true.

_____ _____

_____ _____

_____

What reason would account for this situation in those particular countries?

3. What three areas of Spain have similar problems? (Describe geographic location or name of the regions.)

_____

_____

_____

What other language(s) is(are) involved in these areas?

_____

4. Name two countries in Asia and Africa where Spanish is spoken.

_____ _____

Why were they Spanish-speaking? What other languages do the people speak?

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Part B:

1. Referring to Map #33, "Languages of Rule," describe the geographic distribution of each of the following groups of countries:

   English-speaking world:

   French-speaking world:

   Spanish-speaking world:

2. Using other maps in the Atlas, list similarities and differences between the English-speaking, French-speaking, and Spanish-speaking worlds. Include historical, geographic, economic, political, and social factors.

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NEWLY INDUSTRIALIZED COUNTRIES: MOVING ON UP

1. Define the term NIC, or "newly industrializing country."

2. List the eight NICs identified by the World Bank.

_____ _____

_____ _____

_____ _____

_____ _____

3. Using any of the maps in The State of the World Atlas, decide on five basic criteria which separate the NICs from the rest of the developing world. List your criteria, the numbers of the maps from which you got your information, and the supporting evidence which shows a gap between the NICs and the rest of the developing world. Part of the first criteria is done for you as a sample.

Criteria	Map(s)	Evidence
GNP/capita	#23	The per capita GNP of most of the NICs is over $500/yr. and is growing at the rate of 3%-5%/yr.

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4. Review your class definition of the characteristics of the middle class. Which characteristics can be most easily measured?

Comparing your concept of the middle class to the concept of the NICs, which characteristics of the NICs are easiest to measure?

Which parts of your class definition of the middle class are most difficult to measure?

Are there similar factors which might be important in explaining the success of the NICs?

What information is not found in the Atlas which could more fully explain why these particular eight countries are experiencing such rapid growth? Where could you find this information?

What can you predict about the future of the NICs? How does their future, like the future of many members of the middle class, depend heavily on the society around them? Give examples.

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THE AFRICAN CONNECTION: A FAIR DEAL?

1. Are most the countries of Africa food exporters or importers?

   _____

2. Which three African countries have the largest shares of the food trade?

   _____ _____

   _____

3. Which other world regions are the best markets for food exports?

   _____ _____

   _____ _____

   _____ _____

4. Compare Maps #18 and #44. These two maps seem to contradict each other. How can you explain the famines on Map #44 in view of the food surplus on Map #18? (See also notes to Maps #18 and #44.)

   _____

   _____

5. Map #21 shows the degree of dependence of each country on one or more exports. What agricultural products account for the one-product African economies?

   _____

   _____

6. What mineral products are the basis of African one-product economies?

   _____ _____

   _____ _____

   _____ _____

7. What other minerals are found in substantial quantities in Africa? (Map #13)

   _____ _____

   _____ _____

   _____ _____

8. List the four African members of OPEC.

   _____ _____

   _____ _____

9. On Map #22, explain why countries such as Algeria and Nigeria have shown rapid growth in exports, while others such as Kenya and Ghana have registered a decline.

   _____ _____

   _____ _____

   _____ _____

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10. How does Africa as a whole compare in its share of world trade to the country of Japan?

11. How does Africa, as a whole, compare to Japan in total national income?

12. What would African countries need in order to develop their own industries?

13. What evidence on the maps indicates that it would be difficult for African countries to get these things? (Hint: Think of skills as well as capital to invest in industry.)

14. In what ways do the industrialized countries keep the developing countries such as those in Africa "down on the farm?" How can large corporations and governments of industrialized countries prevent new industries from developing in other parts of the world?

15. How might raw materials producers "fight back?"

Has this been successful? Support your answer with specific examples.

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GLOBAL HUMAN RIGHTS AND WRONGS

Part A:

On the next page, list what you consider are the five most important human rights, on a global basis. For each right, find at least one map in The State of the World Atlas which offers information on the degree to which that right is available to people in different parts of the world. List the map number(s) and name(s). Also, write at least three significant facts (extremes, surprising facts, comparisons, patterns) which you learned from each map.

Part B:

On the same form, list two specific questions raised by each map which could be answered either by consulting other maps or sources. (Try to make your questions "how" and "why," looking at reasons, connections, patterns.)

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HUMAN RIGHT	MAP #, NAME	SIGNIFICANT FACTS	QUESTIONS RAISED

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HUMAN RIGHTS: ON TRIAL

Handout #12

Part A:

A number of countries have been accused of serious violations of human rights. Some of these include the Soviet Union, China, Guatemala, El Salvador, the United Kingdom (Northern Ireland), Poland, Chile, Cuba, the Philippines, South Africa, Israel (occupied territories), Argentina, India, and Haiti.

Choose one of these countries or another for which you think you would have sufficient evidence. Using The State of the World Atlas, find as much information as you can about that country. Take notes on the maps you used and on the evidence. Remember to think of economic, political, and social rights.

COUNTRY: _____

EVIDENCE:

Part B:

Using other sources, do further research on possible human rights violations in your country. Select the strongest evidence.

Present the argument in the form of a prosecutor's indictment. Be sure to include the specific charges, supporting evidence, and a plan for action by the U.S. government or a UN agency. Arguments may be either written or oral.

The class, acting as a grand jury, will then vote whether or not to indict each of the countries.

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WORKERS OF THE WORLD

Part A:

1. Refer to map #38. List below the geopolitical regions that are affected by the "flight to work."

2. Referring to other maps in the Atlas, (i.e., #23), list reasons why people are leaving their home countries for work elsewhere.

   Political reasons (i.e., belonged to a labor union and was fired)

   Economic reasons (i.e., lack of jobs)

   Social reasons (i.e., religious discrimination)

3. List and briefly explain examples of the impact of these workers "in flight" on the "receiving nations."

   Political

   Economic

   Social

4. What impact does this migration have on the people "in flight?"

173

174

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5. A major phenomenon happening in most Third World countries is the vast numbers of people moving from the country-side to urban centers, for example, Mexico City. Refer to Map #23 and other maps to list some of the reasons for this migration. Describe the impact of the migration upon Third World nations. (Use specific examples from the maps.)

   Reasons for migration:

   Imapct of rural-urban migration on Third World nations:

Part B:

For the following questions, use 1-2 paragraph answers.

1. Refer to Map #40. Briefly discuss any correlation between the percentages of the work force engaged in agricultural, mining, and manufacturing and the national income (Map #23). Use specific examples to support your conclusions.

2. Refer to Map #42. Discuss and defend the correlation, if any, between the GNP per capita and the numberical strength of labor unions. Is there any connection between the degree of independence enjoyed by unions and the type of government?

   a.

   b.

3. Refer to Map #41. Is there any relationship between cultural attitudes (religion, social norms) and women as workers?

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RICH NATIONS/POOR NATIONS

Handout #14

1. Refer to Map #43. In what part of the world are most of the poor nations?

2. Identify five other maps in the Atlas that illustrate the gap between rich and poor nations. Use map number and name.

Map#	Name

3. List maps in the Atlas that give information about the "basic needs" denied to many people living in poor nations.

Map #	Name	Need

4. Is there any evidence in the Atlas to indicate whether or not the global "cycle of poverty" can be broken? Write a paragraph in which you take a stand and support it with specific evidence. If you feel that there is insufficient evidence, which questions would you ask and which kinds of sources would you consult?

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REFUGEES: PEOPLE ON THE RUN

Handout #15

1. Refer to Map #32, "Refugees," and other appropriate maps in the Atlas. List (with a brief statement for each) the reasons why there is a refugee problem. In the column Marked Map #, write the number used in gathering information.

Political	Map #
Economic	Map #
Social	Map #
Other	Map #

2. Using other maps in the Atlas, identify the impact of the refugee problem on both a regional and global level with respect to politics and economics.

Regional Level	Map #
Global Level	Map #

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SEPARATIST MOVEMENTS: FROM IRELAND TO INDIA

Handout #16

Part A:

Refer to Map #61 in the Atlas and list five nationalist movements. Classify them as separatist, regionalist, or irridentist. What area are they in?

Group name	Classification	Area

Part B:

Refer to Map #61 and other maps in the Atlas, and list reasons for just separatist movements.

Reasons	Map #

Part C:

From your knowledge, identify and list consequences of movements (separatist) on national and international political policies. For example, a nation abolishing its constitution because of "terrorist activities." A discussion will follow.

CONSEQUENCES:

National Level:

International Level:

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THE ARMS RACE: SECURITY OR INSECURITY?

Part A:

1. Refer to Map #11. Look at the sales of arms abroad on the part of the U.S. and the USSR List the geo-political areas where there are significant sales. List the strategic and economic interests of both the superpowers in those areas. Use back of this page for answers, using the format below.

Geo-political Area	Economic Interests		Strategic Interests	
	USA	USSR	USA	USSR

2. Refer to Maps #11 and #12. In one or two brief statements, examine any connection between the geo-political areas that purchase significant amounts of weapons and conflict within that region

3. Refer to Map #28 and list three examples of governments that are militarily controlled and that purchase significant amounts of arms in relation to their GNP.

_____

_____

_____

4. Refer to Map #8 and those maps relative to social programs (health, education). With examples, see what relationship exists betweencountries that spend a large proportion of their GNP on arms and little on their social programs.

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Part B:

1. Refer to Map #9. List nations that belong to the "nuclear club" and then list the ten nations capable of joining by the year 2000.

_____ _____

_____ _____

_____ _____

_____ _____

Probable Future Members:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Refer to Map #9. List what information the map has which illustrates the need for strategic arms limitations. Based on the information (Map #9), list your emotions.

Information

Emotions.

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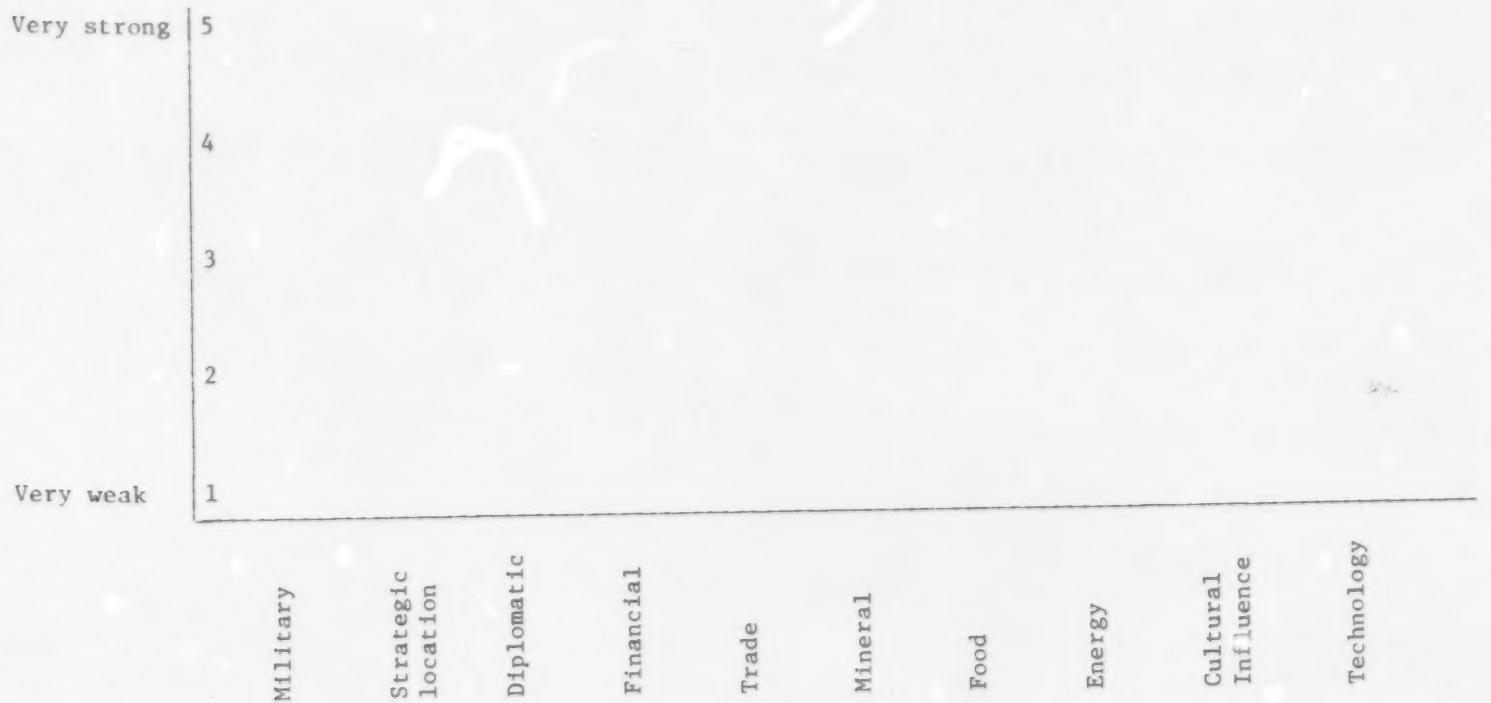
POWER PLAY

Part A: Choose one country from the list below. Using the maps in the Atlas, evaluate the forms of power available to that country. Rate your country on the scale for each form of power. After completing the ratings, draw your country's Power Profile. (Make dots, then connect.)

Choose from these countries; U.S., China, Japan, U.S.S.R., Indonesia, Pakistan, India, Mali, Singapore, Egypt, South Africa, U.K., Peru, Brazil, Mexico, Kenya, West Germany, Iran, United Arab Emirates, Qatar, Saudi Arabia, Zaire.

POWER PROFILE OF _____



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Part B:

It is the year 2000. The world is facing a severe crisis caused by the action of fundamentalist Muslims who have come to power in the United Arab Emirates (now renamed the United Arab Islamic Republic). The UAIR is closely allied with the successes of the Ayatollah Khomeini who still controls Iran. In response to the revolution in the United Arab Emirates, the U.S. has refused to see them spare parts needed to keep their oil refineries operating. The leaders of the UAIR, in retaliation, blockaded the Straits of Hormuz (the entrance to the Persian Gulf) and have refused to allow oil shipments destined for the U.S. and its allies to pass through the Straits. As a result, the price of oil on the world market has increased drastically. Nations in the Third World without access to alternative forms of energy are in a precarious situation. Prices of manufactured goods from industrialized countries have also jumped. Complicating the situation is a split in the Muslim World between fundamentalists and advocates of a more moderate approach (including many of the African Muslim nations).

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THE NIEO: JUSTICE OR BLACKMAIL?

The New International Economic Order (NIEO) is a program for economic development proposed by the nations of the "South," or Third World. It was first drawn up in 1974, when the Arab oil embargo triggered a series of international economic crises that severely affected developing countries. By 1980 approximately 120 nations had endorsed the program of the NIEO. The map below divides the world into North and South as they will be used in this activity.

The main points of the NIEO program include the following:

1. $4 billion of emergency and long-term aid to the least developed countries (projects for water and soil management, health care, forestation, solar energy, mineral and petroleum exploration, support for industrialization and transportation, technical assistance.)

2. Increase food production in food-importing developing countries by irrigation, agricultural research, use of fertilizers and land reform programs.

3. Reduce rapid population growth in developing countries. Bilaterial agreements between migrant workers' home countries and countries of immigration. Establish rights of refugees to asylum and legal protection; resettlement aid to countries of asylum.

4. International management of the atmosphere and development of ocean resources outside the exclusive economic zones of 200 miles.

5. Redefinition of security to be more comprehensive than just military security. Increased public awareness of danger of the arms race and its cost to social programs. Special tax on arms trade.

6. Social and economic reform in developing countries. Increased technological training, reform of tax system and government administration.

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7. Regional cooperation among developing countries to support industrialization and trade.

8. Greater participation of developing countries in processing, marketing and distributing their own commodities. Worldwide commodity agreements to stabilize commodity prices. Funding for mineral exploration by developing countries.

9. Development of an international energy strategy. Controls on prices of scarce energy resources; orderly transition to greater dependence on renewable energy sources.

10. Reduction in protective tariffs in industrialized countries. Financial support for newly industrializing countries. International fair labor standards.

11. Strict international code of ethics for multinational corporations. Transfer of more technology and productive facilities to developing countries.

12. Full participation of the Third World in the revision of the international monetary system. Participation of developing countries in decisions of the IMF (International Monetary Fund).

13. Substantial increase in aid from countries of the North to the South. Goal of 1% of each country's GNP to development assistance by year 2000.

14. Need to educate public opinion and the younger generations about the importance of international cooperation.

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STATISTICS: USE AND ABUSE

Before using a new resource it is a good idea to carefully anayze it for its strengths and limitations. The State of the World Atlas was produced to give a clearer picture of some of the most the most important developments in global economics, politics, and society. It can be a valuable resource, but like any tool, the user needs to learn which tasks it is most suited for and how to apply it most effectively.

Answer the following questions based on a careful examiniation of the Atlas.

1. In what year was the Atlas published?

   _____

2. Examine a selection of maps (at least five) throughout the Atlas. From what year(s) are the data on the maps drawn?

   _____ _____ _____

   _____ _____ _____

   Do you see any problems with these dates? Explain, using specific examples.

3. What unusual technique does this Atlas use on Maps #3, #18, #22, etc. to show the relationships between countries and regions of the world? Explain, using examples.

4. Choose one map and explain how the use of symbols and a key effectively illustrates a particular set of relationships.

5. On Map #23, the national income of Africa appears very small in comparison with regions such as Europe. From what you know about how national incomes are calculated, how might this difference be exaggerated?

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6. On Map #29, what are some of the factors that might make the soldier/teacher ratios misleading for particular countries?

7. Name two maps that are handicapped by lack of available data.

_____

_____

8. What possible problems might make statistics on Map #51 inconsistent?

9. Why is there no information on Taiwan on a number of maps?

10. Refer to the introduction. The authors themselves list some of the problems of dealing with statistics. Explain three of them in your own words.

11. What sources did the authors use to compile the information on these maps (see introduction)?

#42 _____

_____

#64 and #65 _____

_____

12. What possible problems do you see with the sources listed in question #11?

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13. For which of the following topics would The State of the World Atlas be a most appropriate source? Mark those topics (+). For which would it be least appropriate? Mark it(-). For which would you find some information, but need to supplement through the use of other sources? Mark it (o).

_____ A Cross-cultural Look at the 1960s

_____ The Power of Multinational Corporations

_____ Family Life in India

_____ The Standard of Living in Latin America

_____ China's Development Since 1949

_____ Exploitation of Women and Ethnic Minorities

_____ Global Energy Resources and Consumption

_____ Influence of Religion in the Middle East

_____ Transportation Facilities in Africa

_____ The International Monetary System

14. From your answers to the questions above, what do you think are the greatest advantages and limitations of The State of the World Atlas as a resource?

Advantages	Limitations

15. If this Atlas were going to be revised for a second edition:

a. List three recommendations you would make to the authors for changes in specific maps in general.

b. List two topics you would suggest for additional maps:

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THE WORLD AS YOU PERCEIVE IT

Handout # 21

Please circle the number on the word scale that best expresses your views for each set of words.

"THE STATE OF THE WORLD IS..."

SIMPLE	1	2	3	4	5	6	7	COMPLEX
COOPERATIVE	1	2	3	4	5	6	7	COMPETITIVE
PEACEFUL	1	2	3	4	5	6	7	WARLIKE
LARGE	1	2	3	4	5	6	7	SMALL
IGNORANT	1	2	3	4	5	6	7	INFORMED
RICH	1	2	3	4	5	6	7	POOR
JUST	1	2	3	4	5	6	7	UNJUST
INTERNATIONALISTIC	1	2	3	4	5	6	7	NATIONALISTIC
INTERDEPENDENT	1	2	3	4	5	6	7	DEPENDENT
FAILING	1	2	3	4	5	6	7	WORKING

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